

# Rodeo Hills Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

School Name	Rodeo Hills Elementary School
Street	545 Garretson Ave.
City, State, Zip	Rodeo, CA 94572
Phone Number	510.799.4431
Principal	Tricia Isayi
Email Address	tisayi@jsusd.org
School Website	<a href="https://www.jsusd.org/Page/9">https://www.jsusd.org/Page/9</a>
County-District-School (CDS) Code	07616976003701

## 2022-23 District Contact Information

District Name	John Swett Unified School District
Phone Number	510.245.4300
Superintendent	Charles Miller
Email Address	cmiller@jsusd.org
District Website Address	<a href="https://www.jsusd.org/Domain/4">https://www.jsusd.org/Domain/4</a>

## 2022-23 School Overview

Rodeo Hills is a place where our entire community feels safe, empowered to learn, and differences are celebrated. Students are prepared to be strong, successful leaders of today and tomorrow.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	75
Grade 2	83
Grade 3	84
Grade 4	101
Grade 5	80
Total Enrollment	512

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	1.2
Asian	10.7
Black or African American	13.7
Filipino	9.0
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	1.0
Two or More Races	11.5
White	13.9
English Learners	22.9
Foster Youth	0.4
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	68.2
Students with Disabilities	13.9

### A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	96.08	55.40	82.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.92	6.90	10.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.40	3.59	12115.80	4.41
Unknown	0.00	0.00	2.10	3.20	18854.30	6.86
<b>Total Teaching Positions</b>	<b>25.50</b>	<b>100.00</b>	<b>66.80</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	1.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

9/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders, published by McGraw Hill; adopted 5/12/2021	Yes	0
<b>Mathematics</b>	Pearson Envision 2.0; 2015	Yes	0
<b>Science</b>	Inspire Science, Adopted June 22, 2022	Yes	0
<b>History-Social Science</b>	Studies Weekly, Board adopted 6/24/2020	Yes	0

## School Facility Conditions and Planned Improvements

Rodeo Hills Elementary is a beautiful, clean and safe campus.

Year and month of the most recent FIT report

10/19/222

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Library Building Interior: Light bulbs out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			MPR Girls Restroom: Good Repair
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Administration Building 100 Exterior: Good Repair Mutli-Purpose Room Exterior: Bathrooms are used as storage for PE equipment. Students use interior bathrooms only. Playground: Playground is in good repair. Play Structure and flooring

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	28	N/A	29	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	18	N/A	17	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	267	265	99.25	0.75	27.55
<b>Female</b>	108	108	100.00	0.00	34.26
<b>Male</b>	159	157	98.74	1.26	22.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	30	30	100.00	0.00	26.67
<b>Black or African American</b>	39	38	97.44	2.56	15.79
<b>Filipino</b>	27	27	100.00	0.00	37.04
<b>Hispanic or Latino</b>	98	97	98.98	1.02	19.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	38	38	100.00	0.00	55.26
<b>White</b>	30	30	100.00	0.00	26.67
<b>English Learners</b>	69	69	100.00	0.00	20.29
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	186	185	99.46	0.54	25.95
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	58	57	98.28	1.72	10.53

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	267	266	99.63	0.37	18.05
<b>Female</b>	108	108	100.00	0.00	16.67
<b>Male</b>	159	158	99.37	0.63	18.99
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	30	30	100.00	0.00	13.33
<b>Black or African American</b>	39	38	97.44	2.56	7.89
<b>Filipino</b>	27	27	100.00	0.00	40.74
<b>Hispanic or Latino</b>	98	98	100.00	0.00	10.20
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	38	38	100.00	0.00	21.05
<b>White</b>	30	30	100.00	0.00	40.00
<b>English Learners</b>	69	69	100.00	0.00	14.49
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	186	185	99.46	0.54	17.84
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	58	57	98.28	1.72	10.53

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	19.05	NT	19.09	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	85	84	98.82	1.18	19.05
<b>Female</b>	28	28	100	0	17.86
<b>Male</b>	57	56	98.25	1.75	19.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	12	100	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	32	31	96.88	3.12	9.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100	0	37.5
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	23	23	100	0	8.7
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	58	58	100	0	17.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	17	100	0	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.7	90.1	92.3	90.4	91.5

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Rodeo Hills Elementary has an active parent community. There are several major opportunities for parents to become involved in the program.

These opportunities include:

- Join the Rodeo Hills PTA. The PTA is active on several fronts, including fundraising, classroom assistance, family nights as well as in the library. Contact the Rodeo Hills main office, go to our website at [www.rhes.jsusd.org](http://www.rhes.jsusd.org), or join the Rodeo Hills Elementary PTA Facebook page for more information.
- Parents can also join our School Site Council and ELAC to help discuss how specific site funds will be used.
- Volunteer at several of the Rodeo Hills family nights. Nights include: Science Night, Math Night and the Holiday Craft Fair. For more information, contact Tricia Isayi at Rodeo Hills or visit our website.
- Rodeo Hills parents can also participate in the monthly District Parent Advisory Committee meeting on the first Wednesday of every month.

For more information on how to become involved, please contact Tricia Isayi at (510) 799-4431.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	566	549	209	38.1
Female	250	242	86	35.5
Male	316	307	123	40.1
American Indian or Alaska Native	7	7	1	14.3
Asian	61	57	10	17.5
Black or African American	76	73	35	47.9
Filipino	50	49	10	20.4
Hispanic or Latino	207	205	91	44.4
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	69	66	25	37.9
White	78	76	29	38.2
English Learners	142	139	45	32.4
Foster Youth	3	2	1	50.0
Homeless	9	9	6	66.7
Socioeconomically Disadvantaged	435	422	177	41.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	103	46	44.7

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.34	4.81	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	1.24	0.00	3.44	0.20	3.17
<b>Expulsions</b>	0.00	0.18	0.00	0.08	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.24	0.18
<b>Female</b>	0.80	0.00
<b>Male</b>	1.58	0.32
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	3.95	1.32
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.45	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	1.45	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.61	0.23
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.77	0.00

## 2022-23 School Safety Plan

Rodeo Hills Elementary School will create a school climate where students are safe to learn. Our school safety committee is concerned about issues related to school climate as well as the physical environment of the school. The safety committee monitors the existing safety plan, identifies areas of desired change and sets major goals. The plan is revised as needed and the plan calls for communication of the plan to the stakeholders.

The plan covers several areas, including the following:

1. School discipline: We continue to use several programs to address school climate and safety. The first program is Leader in Me. This is a school improvement model that empowers students with the leadership and life-skills they need to thrive in the 21st century. Anyone can be a leader by intentionally leading one's own life and working well with and encouraging the greatness in others. Leader In Me is based on The 7 Habits of Highly Effective People by Stephen Covey; Be Proactive, Begin with the end in mind, Put First Things First, Think Win-Win, Seek First to Understand, then be Understood, Synergize and Sharpen the Saw. Students are taught weekly lessons on the seven habits and begin to live them out at school with leadership roles and setting academic goals. The second program is Second Step. Teachers use this curriculum to teach Skills for Learning, Empathy, Emotion Management, and Problem Solving. We also are working to include Positive Behavior Interventions and Supports in our school community to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. We also have a full time mindfulness coach that meets with each class 20 minutes once a week and also does small groups of 2nd -5th graders called Rise Up.
2. Disaster preparation: The plan outlines school responses for major disasters including fire, toxic spill or release, dangerous persons on/near campus and earthquakes. The school practices responses to these disasters each month, and plans are clearly outlined for teachers and students. Plans are also posted in each classroom. We also have been trained with EpiPen, NARCAN, AED, and Stop the Bleed at our staff development day in December of 2022.
3. School rules: The plan outlines district and school policy in all facets of the school including the classroom, yard, cafeteria and bus. These rules are reviewed and updated yearly. We use the acronym SOAR which stands for Safe Choices, Own Your Actions, Awesome Attitudes, and Respect Everyone and Everything. The students are taught these expectations throughout the school year.

Other precautions taken to ensure the safety of students, teachers, and other staff members include a visitor sign-in requirement, first-aid training for staff, an on-call maintenance staff, and adult yard monitors.

The school safety plan was last reviewed, updated and discussed with the school site council and the safety committee in January 2023.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	5	
1	24		4	
2	24		4	
3	25		3	
4	28		3	
5	29		3	
6				
Other	17	2	2	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	24		4	
2	23		4	
3	25		4	
4	31		3	
5	30		3	
6				
Other	10	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	22	1	2	
2	22	1	2	
3	21	1	3	
4	24		4	
5	26		3	
6				
Other	12	2	1	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	5.2

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7860	1768	6092	77652
District	N/A	N/A	8799	\$75,325
Percent Difference - School Site and District	N/A	N/A	-36.4	3.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	-7.9	6.2

## 2021-22 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I, including supplemental educational services (SES) and Extended Learning Program (ELP)
- Skill building and additional assistance
- Gifted and Talented Education (GATE) clustering
- Teacher Induction Program (TIP)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,057	\$46,419
Mid-Range Teacher Salary	\$72,017	\$69,902
Highest Teacher Salary	\$95,076	\$97,912
Average Principal Salary (Elementary)	\$100,944	\$111,731
Average Principal Salary (Middle)	\$122,221	\$122,012
Average Principal Salary (High)	\$129,929	\$122,212
Superintendent Salary	\$166,762	\$150,971
Percent of Budget for Teacher Salaries	32%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Each year there are three staff-development days that are planned and organized by teachers and administrators. In addition, teachers and administrators work together to plan professional development for the staff around needs identified by teachers and staff and given during monthly staff meetings, twice a month grade level meetings, and action team meetings. This year our staff is focusing on social justice and restorative practices, increasing academic instruction through AVID strategies, community and belonging, Leader in Me: incorporating the 5 core paradigms. Teachers also attend conferences throughout the year to keep current on best practices. Some of the conferences and workshops teachers attended this year include the following:

- Orton Gillingham training
- AVID
- Teacher Induction Program (TIP) training
- California Kindergarten Conference
- Elevate Kindergarten Conference
- Trauma Informed Practices
- Inspire Science
- Leader in Me
- Be Glad Training

We use after school meetings and regular staff or grade level meetings, as well as individual webinars. Teachers are encouraged to work with their grade level colleagues during grade level meetings to improve practice. We also have the Teacher Induction Program and PAR program for additional support with a mentor.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3